

Wade, William.

THE BLIND-DEAF; A MONOGRAPH.

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The
Blind=Deaf

SUPPLEMENT TO
SECOND EDITION

A MONOGRAPH

By WILLIAM WADE

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Helen Keller

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(MISS ETHELWYN HAMMOND,
EVA HALLIDAY

MINNIE DUNCK

ANNIE JOHNSTON

THE BLIND-DEAF

SUPPLEMENT

Additions to a Monograph Published 1904

By WILLIAM WADE



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SUPPLEMENT TO THE BLIND-DEAF

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SIGNS, AT LEAST FOR THE BLIND-DEAF.

One reason for my publication of this scribble is that the last edition of *The Blind-Deaf* somehow omitted my contention in the first edition that the blind-deaf can learn signs, do learn and use them, and can read them as rapidly as anybody; that they are of enormous value to them, and do not damage their "correct English" to the size of one of a fly's eyes.

The no-damage-to-"correct-English" contention is sustained by the fact that none of the class uses mutisms. Many are very terse, express their thoughts in the fewest words, and do not connect one thought with another. But, as Linnie Haguewood, who was educated on a no-sign basis, did that just as much when at the Vinton (Iowa) Blind School, when she did not know a sign from a semaphore, as she did after her year or more at the Sioux Falls (South Dakota) Deaf School, where signs were galore, she does not prove the "damage" business.

And when Eva Halliday, raised on signs, is rather more fluent than Linnie, and as *all* the Fanwood blind-deaf, most skilful sign-readers, are very much more fluent than Linnie, the "damage" doesn't exist.

It is possible that there may be some who do not believe that the blind-deaf *can* read signs. If such doubters really want to know the *facts*, let them shut their eyes, take hold lightly of a sign-maker's arms, and see how readily they read the signs made by the other. If the doubter is not versed in signs, let him, or her, get sign-makers and readers to try it for a demonstration.

How this happens, is ludicrously simple when we think on it. A sign-maker does not *see* his signs; he just goes through the motions; when he has hold of a sign-maker's arms, with his own eyes shut, does he not *feel the motion of his own arms* and thereby recognize the signs?

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That signs are of enormous use to the blind-deaf does not seem to need any proving, when their limitations in the way of communication are taken into consideration.

If Eva Halliday can read manual spelling *on her knee*, or shut off the girl who is spelling in her hand to listen to another who is spelling on her shoulder (both of which I saw at the Morganton Convention), there is no use in doubting their ability to read anything, anyway.

I wish to repeat what I said in the first edition of *The Blind-Deaf*: After the most careful comparison of letters of the Fanwood blind-deaf pupils with those of the Perkins Institution ones, *no* difference could be found in the correctness and fluency of their English; and the Perkins Institution pupils are as ignorant of signs as the Fanwood ones are expert at them.

HELEN KELLER AND SIGNS.

(The fashion of writing of Helen Keller as having been a "senseless lump of clay," or some such flapdoodle, before Miss Sullivan came into her life, principally indulged by space-writers, but sometimes in the papers of the deaf schools, is stating a cruel untruth. For the space-writer there is no hope of reform; to make "a good article" is his aim and end. But writers in the deaf institution press should know better, and easily can know better.

It involves the assertion that her family let her remain or become the "senseless lump of clay," when the fact is that her mother, at least, was able to communicate quite long communications before Miss Sullivan met her.

Helen herself, in one of her autobiographies, in *The Youth's Companion*, *The Ladies' Home Journal*, or some such journal, says that her mother made her understand that a lady was coming to see her, who would do a great deal for her; that she (Mrs. Keller) was going in the carriage to the station to meet this lady, and that Helen was to wait on the porch until her mother's return.

I know that enthusiasts among teachers of the deaf on "language" as the alpha and omega of education, call this ability to communicate "childish intelligence," "just natural signs," "not a drop in the bucket," but I wonder if laymen who value education by its results and do not bother themselves about methods will agree with that. It was a distinct exhibition of receptive and reasoning mentality of which no "senseless lump of clay" is capable. Therefore it is cruel, and, in those who ought to know better, it is wicked, to deny Mrs. Keller the credit justly due her for keeping her child's mind alive.

It makes me tired to have to say that I am not lessening in the least the credit due Miss Sullivan for *her* work, but so many folks judge others by themselves that I must add this statement.

"IMPOSSIBILITIES" WHICH THE BLIND, THE DEAF AND
THE BLIND-DEAF ACTUALLY DO.

I have quit concluding that things are impossible for the blind, the deaf, or the blind-deaf, except, of course, that the blind can not *see*, the deaf *hear*, or the blind-deaf do either. But I am very sure that *inferring*, or *deducing*, impossibilities, is venturing on very thin ice.

That needles can be threaded by the tongue and lips is wonderful enough (very simple and natural as the process is). But that blind and blind-deaf girls invent or *discover* this, without any teaching or suggestion, seems impossible. Yet it is a fact that both actually do that very thing! This is beyond question.

Then that the blind-deaf, or the deaf with eyes shut, can read rapid signing, is almost always scouted when first suggested, yet it is done constantly. It must be the case that deaf pupils do this in all schools, in the dark, for I have never seen a school where the pupils did not do it and admit that they did it.

That three blind-deaf can read one sign-maker, with their eyes shut and their hands on the sign-maker's hands and arms, seems incomprehensible, yet the deaf can do it. I proved this at the North Carolina and

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South Dakota schools in June, 1907. At the latter, the readers burst into a simultaneous shout at the signer's question, when I learned that it was, "Do we love Grandfather?" (They were all "Wade girls.")

Finally, the blind-deaf reading manual spelling by their clasping hands around the speller's wrist seems past explanation. Yet too many observers have testified to seeing this done to admit of doubt of its possibility.

BUT, what do you say to the sighted deaf doing the same thing with eyes tight shut? Yet I saw Florence Worswick, at the South Dakota school, doing it with Miss Dora Donald, and doing it on two successive days! On the second day she read quite a long sentence.

And I saw Miss Ida Donald spell a word to a *deaf teacher* in the same way, and all the letters were read except a double o (I fancy the word was "school"). I think the reader was confused by the repetition of the same motions, mistaking it for a letter involving two motions of the cords of the wrist.

These facts seem to have no particular use; but a *fact* always has a value, although that value may not be apparent at first sight, and I think this fact as to "wrist-reading" by the deaf has this value—it seems to demonstrate that positions of the fingers is not what readers of manual spelling read by, but by the *motions* of the fingers, and how far that fact may reach, or what it may teach, I am not prepared to say.

I have mentioned this fact of wrist-reading by a sighted deaf girl to friends, some of whom have tried the experiment, and the reader failed.

The reason for Florence's success has just occurred to me. A short time previously she had been one of three girls who had read the signs of one sign-maker with their eyes shut; thus she had familiarized herself with the idea of reading *motions* in the easiest way of reading—signs. So the advance to reading spelling-motions from the speller's wrist was a small step.



IRA ST. LOUIS (WITH MISS LLOYD).

I was rather nonplussed, some time since, by a teacher of a new blind-deaf pupil writing me of how self-willed and violent her pupil was,—how she would bite, kick or strike her, and asking me what she should do.

Now, giving advice to a teacher of the blind-deaf on her management of her pupil is a thing *I will not do*. She has the job on hand; she is entitled to all the credit of success, and will get much more than her just share of blame for a failure. So, "Let her alone," is my platform. But, in this case, by reading between the lines and "putting this and that together," I thought I saw an excellent reason for the teacher's asking, and my giving, my advice. There were fears that there would be a lot of caterwauling about "Poor thing," "What a shame!" "She didn't know any better," etc., *ad nauseum*, and my "advice" might be a shut-off of that caterwauling rot.

Fortunately, I did not need to give my mere advice, but could quote experience and authorities. Miss Camp found Tom Southerland (Arkansas School) determined to ride right over her; persuasion failed to change his course, so Miss Camp turned in and gave Tom a first-class thrashing (no light job, that—Tom was big and stout), and not only did that make a good, docile boy of him, but he became greatly attached to her. At the Buffalo Convention I told Miss Donald of Maud Safford's violences—pulling Miss Buckles's hair, scratching her face, etc., and remarked, "What *would* you do in such a case?" Her reply was, "Oh, well,—pull hair and scratch face back!" So, with Miss Camp's experience, and the opinion of such a teacher, and so tender-hearted and wise a woman, as Miss Donald, I had something far better than my advice to offer.

But the incident reminds me that such caterwauling is no new thing. I have heard it before in connection with the discipline of the blind-deaf. For the confirmed caterwauler there is no cure. Life would be

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shorn of half its joys if he or she could not squall. In some such cases I have confined my reply to "Oh, rats!" But there are honest, but over-sympathetic, people who can see only the sympathetic side, and who put tender sentiment above consideration of the highest good of the object of their sympathies. To such I would say, "Put yourself in her place. Imagine being charged with the high duty of bringing light into that dark life, joy into that sadness, liberty into that prison, and knowledge into that ignorance. Remember that light, that joy, that liberty and that knowledge, can not come into your charge until violence is supplanted by gentleness, and self-will by obedience. Set up the pains of a thorough thrashing against the blessings docility will bring to your charge, and then say, 'Poor thing!' 'Isn't it a shame!' 'He didn't know any better,' *if you can.*"

It is not altogether out of place here to remark that all the blind-deaf who have turned out well have been self-willed before being taught—at least those were that I have information about on this point. Helen Keller, Linnie Haguewood, Tom Stringer, Tom Southerland, Eva Halliday and Vera Gammon (the last not having turned out yet, but promises great things) were occasionally as stubborn as mules and as contrary as Dick's hat-band. It is the dull ones who are docile and submissive from the start.

CARE FOR THE TEACHER OF THE BLIND-DEAF.

I wrote the following to a teacher who had finished part of a school year with a new blind-deaf pupil and who was then on her vacation. Not wanting to put it forth on my own responsibility, I submitted it to teachers of the blind-deaf who attended the Morganton Convention, and append their comments:

"You write that you are 'at last getting rested.' Don't you see that you have been in danger of a break-down from too intense work? Your own words prove it.

"And you write that you are 'going to work **HARD** this winter, but am going to watch myself *and the child*, that we do not work *too hard.*' Do you not see that

your determination to 'work hard' necessarily involves a danger that you *will* work too *hard* for yourself (although it is very unlikely that you can hurt the child)?

"Now, don't go into another year with such a duty self-imposed on you.

"Do you take charge of her at night? If so, turn her over frequently to some good, careful girl in an advanced class who is fond of her and whom she likes. Such a girl will feel highly honored by the trust placed in her, and you may rely upon it that she will do her duty thoroly.

"You may be apprehensive the first night, but you will not be the second one, and these occasional reliefs from the sense of responsibility will effectually protect you from a break-down, by 'getting so tired.'

"I know how carefully the 'Wade girls' and a 'Wade boy' at the Morganton Convention took care of Eva Halliday, Minnie Dunk, Emma Kubicek and Leslie Oren, and if their teachers were not mightily rested by freedom from constant responsibility, I am sadly mistaken."

"I shall never forget the sense of freedom that came to me when I realized that, with such careful, trustworthy caretakers as the 'Wade girls and boys,' it was unnecessary for me to keep on the track of Leslie. I shall always remember with love and gratitude those 'Wade children.'

"My delightful visit to Morganton is, for many reasons, one of the green spots of my life, and I think mainly because it was so restful.

"MRS. ADA LYON CURETON."

"Truly, I can say that a few could realize what a rest and relief from care the Morganton 'Wade girls' gave me by taking Emma at nights, meal times, and many hours through the day.

"The first two years of a blind-deaf girl's life [in school] can not be too carefully watched, but there should also be relief for the teacher from *constant* care.

"MRS. HELEN R. JORDAN."

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"The 'Wade girls' were untiring in their efforts, proceeding from the first to take the blind girls in charge, and they did it as though proud of and happy in the responsibility.

"Not only was Miss Rice relieved of all care at nights, but, as she said, Eva and Minnie had such good times during the day that there was not much for her to do then.

EDITH FITZGERALD."

THE INFINITE BASENESS OF SOME PEOPLE.

Extract from a letter of a teacher of the blind-deaf:

"That Miss —— can not let her pupil take her necklace home need not distress you. I know, from my experience, that the seeing members of the families of blind-deaf children are often meaner than dirt—for dirt may have use, in its proper place.

"One of X——'s sisters wore her new waists until worn out; and poor X—— had purchased them with her own money!

"I gave her a pearl ring, and when she went home, the sister got hold of it and wore it until she lost one of the pearls!

"Z——'s mother has more than once pawned various articles that Z—— took home, and she says that she dare not take home anything of value."

How can there be Universalists, when God is *just*, as well as loving and merciful?

THE LONG-NEGLECTED ADULT BLIND-DEAF.

I once felt certain that those of the blind-deaf who lost the two senses at about ten or twelve years, and whose training had been totally neglected for an equal or greater length of time, would not be especially difficult to awaken; resting my conclusion on the innate force of mind, and believing that that force would ultimately reassert itself.

But the case of Maud Safford weakened that conclusion. Mr. E. W. Walker's letter, herewith published, and the results with Mazie Hinchcliffe at the Pennsylvania Institution for the Blind, have forced me

to the conviction that of *all* classes this is the most hopeless one.

The conclusions arrived at by Miss Julia A. Foley, so long and faithfully Mazie's teacher, coincided in by Miss Myra L. Barrager, after careful observation of Mazie, settled the matter with me. The conclusions of three *such* educators, of the very highest type, is not to be set aside.

"DELAVER, WIS., March 8, 1907.

"MR. WM. WADE, Oakmont, Pa.

"DEAR MR. WADE: Bertha Hogon was born February 22d, 1884, in Milwaukee. She is reported to have lost her sight and hearing at nine years of age as a result of vaccination or perhaps a fall. She had attended the public school three years and is reported to have been an ordinarily bright child up to the time she lost the power of seeing and hearing. Her parents both died during her early life and she was left to the care of a grandmother, herself nearly helpless, and partly cared for by charity. She remained with this grandmother until she was twenty-one years of age, when she was sent to the Milwaukee County Alms-House. From this institution she was sent in October, 1905, to the Wisconsin School for the Deaf. For eleven years she had existed as a vegetable, no one having her in charge believing there was any possibility of educating her in any way or ameliorating her double affliction. When she came to the School for the Deaf it was very difficult to determine whether her low mentality was due to her normal condition or to the twelve years of enforced apathy. The exceedingly weak hand grip common to the imbecile indicated the former conclusion, testimony of the brightness of her early years indicated the latter. It is only fair to say that this testimony was not what would be accepted in a court of law. It was merely neighborhood tradition. The experience of her first year at the State School was not especially promising. No effort was made to approach any academic instruction. Her training was along the line of physical activity with the hope of making her efficient in certain simple forms of labor, and the fur-

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ther hope that this activity would after a time rouse a slumbering intellect. That hope was never realized. As a rule Bertha was tractable, although occasionally she would fly into a violet fit of temper. A few wrecked chairs for the institution, a wrecked waist for her teacher, and a shattered watch are material evidences of her rage. These fits were usually of short duration, nor did they seem to be prompted by any experiences of her own. The way was paved for them very slyly; for instance, on two or three occasions she was over-demonstrative in her affection for her teacher just before some violent outburst. Our experience during the first year was somewhat disheartening. She seemed to have made so little progress as a result of so much effort on the part of several people, except as an interesting psychological study it did not seem worth while to permit her return. Nevertheless, she was permitted to return in September, 1906.

"It was immediately noticed that her physical condition was very much weakened. A serious stomach trouble, which in the physician's opinion would require a long time to eradicate, and which would prevent her doing any successful school work, made it necessary to return her to the county house. There she is now. At the last reports her physical condition was not improved.

"On only one occasion did she ever exhibit intellectual power enough to remember any particular experience and talk intelligently. She often went through the motions of speaking and articulated in a way, but it was nothing more than a gibberish. On one occasion, however, when being dressed after her bath, she handled over her clothes, and upon putting her hand on the mentioned article said with considerable clearness, 'Corset, corset, corset.' This one instance was the slender thread upon which we built the hope of some time doing something for her, and it is possible that a more hopeful story could have been told of Bertha had not her physical malady interrupted all efforts to do something for her intellectually. Very cordially yours,

"E. W. WALKER, Superintendent."



MISS MAME HEFLYBOWER, TEXAS SCHOOL FOR THE DEAF.

From the first, I have insisted that schools for the deaf are *the* ones for the blind-deaf; and experience has only strengthened the conviction, originally based on the theoretical proposition, that as their pressing need was language, as teaching language was the special work of schools for the deaf, and as teachers of the blind know nothing specially about such teaching, it seemed evident that the deaf schools were by far the best fitted for the work.

But I feel now that I may go a step further and say, that given equal abilities, a teacher of seeing-hearing children, entirely unacquainted with teaching the deaf, the blind, or the blind-deaf, is *much* better fitted for teaching the blind-deaf than a teacher of the blind. In other words,—knowledge of and experience in teaching the blind, is a positive drawback.

Of course, this does not apply to the Perkins Institution, with its inheritances in such teaching; or to Linnie Haguewood's case, as such a teacher as Miss Dora Donald stands alone; and the Illinois school for the blind under *such* a shining light as Mr. Frank Hall, or the Halifax (N. S.) one, under Mr. Fraser, also stand in a class by themselves.

(Overbrook, with Mazie Hinchcliffe, does not count either way, as she was a hopeless case.)

I have never known of a teacher of, or a school for, the blind (with the exceptions above) that did not make a hash of the work.

This failure proceeds from the natural bent of the teacher of the blind to think of raised prints as *the* method. This is almost involuntary, and certainly is usual. Yet it is evident that some sort of communication of ideas, call it "language," if you choose, is the thing pressingly needed. The Andaman islander is ignorant of reading, and, low-down as he is, how much lower would he be if he had no language!

Yet all the instincts of the teacher of the blind lead the wrong way, and have to be overcome before good,

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useful work can be done. Then teachers of the blind seem too frequently to become bigoted on some pet print, and fiddle-faddle around about all others being "out-of-date," or some such gravelly mush.

Somebody will say that "methods" are as much fetiches with teachers of the deaf; but this much is a fact—the most chemically-pure of oralists recognize that the manual is *the* method by which the blind-deaf must chiefly be taught, and stop with slapping on articulation and lip-reading as a shiny varnish.

ARTICULATION FOR THE BLIND-DEAF.

I freely confess that I have a thoro contempt for teaching articulation to the blind-deaf, except in a very few cases, such as Helen Keller, by whom nobody else can be measured; and a few who lost sight and hearing at eight years, or over, and who were not neglected long enough to lose speech.

It does not begin to pay.

The work wasted on what is only good for "showing off," should be given to something useful.

I do not know, or know of, one blind-deaf person outside the classes I mention, who voluntarily uses such "speech" as is possessed; I do not know one whose speech is intelligible to strangers.

And, most of all, how many of the public fancy having hands on their lips and throat?

Our good pure-oral friends can seldom look at all sides in considering whether artificial speech is desirable. That goes without saying, with them; hence many a fall-down.

THE DOUBLE-HAND ALPHABET.

I wish it very distinctly understood that I do not care the least about whether the double-hand alphabet, with all its variants, is, or is not, better than the single-hand; nor have I any opinion on the subject worth stating; and, as to its leading to the elimination of signs,

for the blind-deaf, at least, if I thought there was any danger of *that*, I would not publish it.

But it is undeniable that hundreds of hearing persons know it to one such who knows the single-hand; the deaf generally seem to know *some* double-hand alphabet, but, necessarily, do not know a great many variants of it, and I do not see how it is going to hurt them to know as many variants in use as possible.

But for the blind-deaf; when I know that Edith Thomas and Anna Johnston were in hospitals where nobody knew the single-hand, but pretty much everybody knew the double-hand, and conversation was carried on by that means, it is evident, anyhow *to me*, that the double-hand alphabet is invaluable to the blind-deaf.

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DEWEY H. CANTRELL (WITH MISS AYRES).

LIST OF THE BLIND-DEAF RECENTLY TAKEN INTO SCHOOL OR LOCATED

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X DEWEY HOBSON CANTRELL.—Born January 10, 1899. Became totally deaf at eighteen months from measles, and totally blind at six. Admitted to the South Carolina School for the Deaf, at Cedar Spring, October 22, 1906. He completely stumps me. When Mr. N. F. Walker, superintendent of the Cedar Spring School, visited him, he instantly recognized that Mr. Walker was an entire stranger; reasoned that he came from a distance, went to the door, discovered the horse and buggy; signed to be put on the horse and in the buggy, then concluded the horse must be hungry and therefore must be taken out of the shafts and fed; was made to understand that this was impossible, as Mr. Walker would not remain long enough; whereupon he went to the corn-crib and brought corn for the horse. This is but one instance of many, of his astonishing knowledge and reasoning powers. He is the most active maelstrom at drawing in information, and volcano at distributing it, I never saw or heard of; always in motion, *rushes* around, not *walks*, yet not the least nervous. It is just immense, intense energy. Coupling this with his wonderful reasoning powers, I have no hesitancy in pronouncing him the greatest wonder so far known among the *uneducated* blind-deaf, and I make no exception of anybody. Of course, what he will develop to, is not positively to be determined as yet. Again a good mother has done great work by keeping her child's mind alive by signs. Teacher, Miss Emelia A. Ayres.

40 Mrs. Rufus Cantrell, Rector, Spartanburg, S.C.
LENORE LOUISE CULPEPPER (colored).—Born April, 1900. Lost sight November, 1906. Variouslly said to have resulted from disease, and from sand being thrown into her eyes; the latter could not have been more than the precipitating cause. Deafness has been slowly progressive, until she can only hear single words

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shouted into her ear. Now in the Ohio Institution for the Deaf. Teacher, Miss Mary P. Wright.

+ D. D. EASTHAM, Catlettsburg, Ky.—Now about forty. Lost sight at thirty-eight and hearing at forty, by locomotor ataxia. Was a lawyer of established position and a rising man. Has lost power in legs, but retains it in arms and body; also retains his speech. Was given New York Point as a reading system, and, as is nearly always the case, failed to learn it and despaired of ever learning to read. Moon will now be given him, and it is probable that he learns it readily. Laymen in education, such as I, get heartsick over fanatical devotion to non-essential, pet fads. *Dead*

*VERA MABEL GAMMON.—Born November 4, 1896; lost hearing between five and six, and lost sight a little later. Can distinguish light from darkness. Was admitted to the Minnesota School for the Deaf, at Faribault, in February, 1907, under Miss Blanche Hansen as teacher. At the close of school she had learned three hundred words, forty of which were verbs, a very remarkable progress. A funny trick of hers is, that as soon as she learns a new word she asks for the sign for it.

+ *us* MINNIE ESTELLE LOVITT, Catawba County, North Carolina.—Born February 28, 1900. Lost sight and hearing at two and one-half years. Shows ample evidence of intelligence. Admitted to North Carolina School for the Deaf, Morganton, January 13, 1908. A peculiar state of affairs was shown in her case and Dewey Cantrell's. Minnie lived in Hickory, the third station east of Morganton, N. C., for some years, yet nobody at the Morganton School had ever heard of her until her mother brought her to the school when Dr. Briggs, a prominent eye and ear specialist, was examining the eyes of pupils there, hoping that he could cure her. Dewey Cantrell had lived all his life in the same county that the Cedar Spring (S. C.) School is in,

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without the school officers having heard of him. If the public, teachers generally, the clergy and physicians, could only understand what matter-of-course work the education of such pupils is, such cases could not remain unknown so long.

X IRA ST. LOUIS.—Born January 24, 1894. Lost hearing at six. Lost sight at five, but an operation gave him a moderate amount of sight. Admitted to the Wisconsin School for the Deaf, Delavan, in 1904 with defective sight. Can get around by sight, and can read very large, plain script on the blackboard if his eyes are only a few inches distant. Transferred to the blind-deaf class in the fall of 1906. Teacher, Miss Lloyd.

X PEARL THOMAS.—Born June 29, 1897. Lost sight at eighteen months (a very usual time for loss of sight or hearing, or both), and hearing has gradually failed until lost in one ear and but slight in the other. Has perception of light. Admitted to the Texas School for the Blind in 1905 or 1906; remained one term but learned very little. Admitted to the Texas School for the Deaf, Austin, in October, 1906, where her progress has been entirely satisfactory. Has a bright, inquiring mind, and a most loving and lovable disposition. Teacher, Miss Mame Heflybower.

X FLORENCE THOMPSON, Portland, Maine.—Now about twenty years old. Was a bright, happy girl, holding a good position in a business office as a stenographer at eighteen, when she lost sight and hearing. She retains her speech with very little impairment. So sweet was her resignation under her afflictions that it was with hesitancy that anything was done for her adaptation to her deprivations, for fear that that spirit would be disturbed; but I understand she is to enter the Portland (Me.) School for the Deaf for special studies.

MARY JANE VEINOT.—Born April 22, 1900. Became deaf at five and lost sight soon after. Admitted to the

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Halifax (Nova Scotia) School for the Deaf in 1907. A bright, happy-dispositioned child, and promises well. Teacher, Miss Winifred Conrod.

X NELLIE WINITZKY.—Born May 28, 1892. Attended a kindergarten less than one year, previous to September, 1898. Both sight and hearing were much impaired by spinal meningitis in 1899-1900. Admitted to the Clarke School for the Deaf, Northampton, Mass., in November, 1900, and made no progress in lip-reading. Admitted to the Perkins Institution for the Blind, South Boston, Mass., September, 1901. Has continuously retained her speech. Teacher, Miss Elizabeth Hoxie. A most delightful child in appearance and disposition.

X LOUIS YOTT.—Born at North Adams, Mass., February 19, 1898. Entered the kindergarten department of the Perkins Institution for the Blind October 30, 1906. He is partially blind, as the result of corneal ulcers, and totally deaf. He has the disease known as "pigmental ichthyosis," and his loss of two senses, which is said to have occurred a year before he entered school, but which has probably been coming on gradually, is doubtless due primarily to that cause. He has entered as a special blind-deaf pupil, having a private teacher, Mrs. Corden Sagar. His parents are Canadians and have good health. Diagnosis by Dr. Francis G. Proctor, May 6, 1907: Both eyes, central opacity of cornea; now superficial keratitis; has "pigmental ichthyosis" on face and body (according to former physician).



NELLIE WINITZKY (WITH MISS ELIZAEETH HOXIE).

Reprinted from the Seventy-Fifth Annual Report of the Perkins Institution and Massachusetts School for the Blind: 1906.

The following sketch, written by Miss Anna Gardner Fish, is presented in the belief that, while a fairly just estimate of the work of our institution can be based on some familiarity with the finished product, a far truer judgment must result if to this familiarity there be added an occasional glimpse of the raw material:—

As has frequently been mentioned the doors of the kindergarten for the blind stand wide open, ready to receive all educable sightless children of whatever nationality or degree of mentality, the only proviso being that they shall be free from any contagious trouble. It is, indeed, a family of many varying characteristics, which is gathered together under each hospitable roof, taxing heavily the patience and capabilities of the caretakers and instructors who must find a new solution for each separate problem presented by the many little individuals. But never does the patience fail and never does the resourceful ingenuity come to an end.

It would be impossible for one, not closely connected with the work, to imagine some of the difficulties which must be surmounted by these earnest, whole-souled women in the daily performance of their duties, and therefore it may not be amiss to give a few of the details relating to one of the new pupils who came to us at the beginning of the present year.

Louis Yott, of North Adams, adds another to the ranks of the deaf-blind pupils. Of French Canadian parentage, he was born on the 19th of February, 1898, already possessing the germs of the disease which has gradually robbed him of two of his senses. He is now totally deaf and has so little sight that it is of no practical advantage to the child, and therefore he has been admitted to the kindergarten with a special teacher in the person of Mrs. Corden Sagar, a young woman of

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fine character and sweet disposition and an instructor of experience among the deaf.

As the child's home was so far from Boston, all preliminary measures were taken through correspondence. His papers showed that the little boy was suffering from a serious trouble, and letters in regard to him mentioned the fact that "he has several spots of pigmental ichthyosis on his body and two small patches on his face. This is congenital, absolutely non-contagious and was materially helped by treatment." This statement, even when interpreted through dictionary definitions of the term, hardly gave adequate preparation for the reality which the unfortunate child presented upon his arrival at school. He was found to be almost entirely covered,—head, body, hands and feet,—with large irregular patches of dark brown, leathery skin, rendering him utterly impervious to communication through the means of touch.

Obviously the prime necessity in this case was an alleviation of this dreadful physical condition. An application to the Children's Hospital proved unavailing, because every bed was then taken, and so, in a spirit of noble self-forgetfulness, the task has been undertaken at the kindergarten where, although we do not claim to offer hospital service, the orders of the physician are being faithfully carried out. Plans for the little boy's instruction must remain in abeyance while he, swathed in bandages from head to foot, lies quietly in bed or sits up, for a brief period, in his little chair, hugging the doll upon which his affection is lavished or holding silently and happily a bright flower from the garden beds. He responds with a pleasant smile to the friendly pats which are bestowed upon him, but beyond this no method of communication with the poor child has been established. His future can not be foretold, but we earnestly hope that his physical condition may be greatly benefited and that he may prove to be a worthy addition to the number of deaf-blind students who have been successfully trained and well educated at the Perkins Institution.

The report of Louis Yott is continued in the following account, which gives the story of his progress during the past winter:

On Monday, the 12th of November, 1906, his physical condition much improved, regular work in the classroom was begun with little Louis Yott. In the mean time he had learned to move freely about the house and had become acquainted with his schoolmates, among whom he quickly selected his favorites. All the boys were exceedingly kind to him, and showed great affection for him on account of his sweet and lovable disposition and his helplessness.

On entering the kindergarten class he was encouraged to gain familiarity with his surroundings by handling the different objects in the room, and he examined the stuffed birds and animals in the cases with deep interest and pleasure, which he manifested by a winsome smile. When lessons were fairly under way he seemed to be completely puzzled by these novel requirements, not understanding their import. He showed a willingness to be taught, however, and a desire to do what his teacher evidently expected of him, although why the position of his tongue should be altered so often, in the introduction to articulation, and why his fingers should be placed in such an odd manner, in forming the manual alphabet, were mysteries to Louis. He soon tired of these attempts, but he was amused by the writing lesson, because it pleased him to share the work of the other boys.

The end of two weeks' efforts showed decided progress. He had learned to spell several words and to associate them with the object or action, never confusing the one with the other. Such actions as *fall*, *run* and *jump* afford him a real pleasure, which he seems desirous of imparting to others; for one day, on going upstairs to superintend the making of his bed, his teacher found Louis giving instructions to his roommate. It was amusing and gratifying to see him spell f-a-l-l, and then push his companion down to the floor, both boys laughing heartily and enjoying the sport.

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In naming objects it pleased him to run about the room, touching chair, table, floor, wall or window, and spelling the correct word for each. Still more interesting did he find the names of different parts of the body, and he considered it great fun to touch his head, eyes, nose or ears as the name of each was spelled to him. On being shown a stuffed fox, he found each part of the animal as it was named to him, he himself noticing the difference between its nose and ears and his own. He discovered that the fox had four legs, and when he was shown that each chair and table possessed the same number, he acquired a far greater respect for those articles of furniture.

Louis found his lessons in articulation the only ones in which he could not be thoroughly interested. He has studied the separate sounds, and at the end of two weeks he was able to produce *p*, *b*, *m*, *a* and *t*. The distinction between *p* and *b* puzzled him, and he was inclined to combine *m* with the latter, producing the sound *mb*. This discouraged him. Later in the month one difficult lesson was devoted to the word *thumb*. He had already conquered the sounds *th* and *m*, but after forty-five minutes' hard work he failed to pronounce the word correctly. His efforts were splendid, but their reward was so slight that it is no wonder the little boy lacked enjoyment in the task.

By the end of the term, December 21, the results of Louis' school work were very satisfactory. As an evidence of his ready response to manual training, he had made a basket for Christmas and knitted a bag and a wash cloth, and his progress in his other studies was excellent.

It pleases him to put into use what he has learned. When anything falls to the floor, he always seeks his teacher and spells f-a-l-l. When the boys do anything to please him, he tries his best to tell her about it by inarticulate murmurs, having gained through his articulation lessons the idea that she can understand any sound. These attempts at speech and the odd motions which accompany them usually end with the spoken



LOUIS YOTT (WITH MRS. CORDEN SAGAR).

word "boy." This is the one word which he can say well, and it seems to mean a great deal to Louis. A pat of approval gratifies and encourages him, and he goes off smiling happily to himself.

Since the Christmas holidays Louis has worked well, and has appeared to enjoy his lessons very much. He has shown an eager desire to learn the name of every unknown object which he encounters. One day when he was in the music room with his teacher he touched a chair and immediately spelled c-h-a-i-r. Then, touching the piano stool, he shook his head vigorously. This was his way of asking the name of this new object. He is now very curious concerning the names of articles of food, having already learned *milk*, *bread*, *water* and *potato*.

By the time February had come, Louis had added extensively to his vocabulary. He could articulate many words, such as *boy*, *thumb*, *eye*, *you* and *me*, and some sentences, as "go out," or "give me a top." He could spell in the manual alphabet and execute such commands as "go to the table," "open the book," "open the knife," "shut the window," "shut the drawer," "put the knife in the box," "sit on the chair." These constitute a direct growth from the earlier action and object lessons. From comprehending the words *run*—*door* he has come to understand the full sentence, "run to the door." Thus is his knowledge of language being built up gradually, word by word. After several lessons on prepositions he was able to respond correctly to a request to put a book *in* the drawer, *on* a chair or *under* the table.

Louis is progressing nicely with his writing. He made for each teacher a valentine on which he wrote: "Love to you," and he also sent one to his parents in North Adams, mailing it himself. His teacher took him to the store, but he was rather afraid to walk around; so he stood very still, cap in hand, until the envelopes were ready for mailing. It pleased him to be lifted up so as to reach the letter-box and drop the valentines in, and he was interested to learn the name of the mail-box

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and to receive an explanation of its actions. He could distinguish a brightly lighted car which passed by; so he soon learned the name "car." How delighted he was by his little excursion! Arriving at school again, he patted his teacher most affectionately on the back, as if to say: "How good of you to take me!"

Occasionally he goes for a walk through the house with his teacher, and on the little tour language in its simple form is repeatedly given to him. Thus he learns the meaning of such phrases as "go upstairs," or "go into the room." There is much that one might give him in this way, but to overcrowd him with new words and phrases would only confuse him. Each addition to his vocabulary must constitute a lesson in itself, so that the child may grasp the true sense and use of what he is learning.

So little does Louis know and so much has he to learn that the responsibility of teaching the right word at the right time is immense. We must neither make the language lesson too simple nor yet push him forward too rapidly, even while we yearn to have him reach a point where he can understand what his companions are doing and why, ask a simple question, and, above all, express his own wants and thoughts as others do.

[As I understand the foregoing, Louis Yott is being educated by pure-oral methods. Interesting! Verbosity run mad!—W. W.]

THE CONGENITALLY BLIND-DEAF.

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From The Messenger, Talladega, Ala., March 8, 1906.

We take pleasure in laying before our readers the letter from Mr. Wade which follows this note, and which has been forwarded to us by Mr. Dobyns, as the Mississippi paper, the *Voice*, is not published during this school year.

In a private letter Mr. Dobyns expresses his entire agreement in Mr. Wade's explanation of the problem presented by the facts which he mentions as occurring in the education of the two classes of deaf-blind children.

DEAR MR. DOBYNS: I was very much interested in the account of a blind-deaf boy in South Carolina, as published in *The Palmetto Leaf* of January 20th or 27th, and supplemented in a later letter from Mr. N. F. Walker.

I was at once struck with the conviction that no uneducated blind-deaf child of—I think—eight years, of whom we have reliable accounts, has displayed the reasoning powers of this boy, and I except nobody.

However, as I distrust my off-hand convictions, I turned, as I always do, to Mrs. E. M. Barrett, of Austin, Texas, for either support, or correction, and I give her comments:

"Both papers came to hand and let me say you have a promising case in hand; that boy has something better than book learning, he has common sense. But he had far better sight before losing it than they think; no congenitally blind-deaf child could reason from cause to effect like he did; they would not know a stranger by touch, neither would they have felt at all, and could never have connected a stranger with a horse, as they would not have known he could ride. The boy has evidently made good use of his reasoning powers, too, and has a good start in the way of mental pictures to build on. Besides, he has curiosity and a desire to

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know. I think he is a most promising subject. No, I do not recall anything of quite such an extended chain of thought."

I have never yet found Mrs. Barrett's reasonings at fault or unconvincing; but, in this case, I do think that her views of the congenitally blind-deaf are mistaken, from all the pupils she has had of this class being of low mentality, or actually feeble-minded. And the suggestion comes into my mind that your congenitally blind-deaf may demonstrate that the mind, the brain centers, are not less active than those of the adventitiously blind-deaf (those having had sight and hearing until eighteen months to two years of age); but that the disadvantage the congenitally blind-deaf labor under, when compared with the adventitiously deprived ones, is that their sense of touch and the brain are not yet in tune with each other; or, in other words, the brain has not learned how to use the one mental tool it has.

The sequence of this view would be that a congenitally blind-deaf child of average mentality would be very slow to gain knowledge, but that a very active-brained one, with curiosity, such an one as Helen Keller or Leslie Oren, would learn as quickly as the adventitiously blind-deaf one, and that when once the congenital gets the brain handy with its mental tool, he will thereafter progress as rapidly as the adventitious one.

Now, I suspect that Maud Scott is of fairly average mentality, and that she has reached the point of the brain being "handy," and that the facility with which she is now learning increases in a ratio of progression (be it arithmetic or geometric).

Of course a few years more will teach much more about this, but an old fellow of sixty-nine naturally wants to know, now, all he can on a subject that interests him.

Very truly,

WM. WADE.

OAKMONT, PA., January 20, 1906.



PEARL THOMAS AND RUBY RICE.

INSTITUTION FOR THE DEAF AND DUMB,
JACKSON, MISS., February 26, 1906.

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DEAR MR. WADE: I have read the above very carefully and I do not hesitate to indorse your conclusions. Our experience forces me to think that you are right.

I think Maud is of average mentality. Up to this year we have felt sometimes that she was making slow progress. We feel now that her progress is much more rapid than it has ever been. She evidently has caught the idea for language. For instance: A Mr. Harmon called a few days ago and was introduced to Maud. Maud shook hands with him and felt of his clothing and face. Mrs. Bodker spelled his name into Maud's hand, then asked the question, "Who is it?" Maud spelled rapidly, "It is Mr. Harmon."

We have not been able this session to have the *Voice* printed, for the want of room. I am sending this to our mutual friend, Mr. Jenkins, with a request to publish it in the *Messenger*. Very truly yours,

J. R. DOBYNS, Superintendent.

Note.—At the time the foregoing was written, my information was that Dewey Cantrell was congenitally blind-deaf. This proves to have been incorrect.

W. W.

LETTER SHOWING CHEERFULNESS UNDER AFFLICTION.

*From The Wisconsin Times, Delavan, November 25,
1905.*

The following letter was written by Annie Johnson, one of the blind-deaf students in this school. Last spring Annie developed what appeared to be a case of rheumatism. She was sent to the hospital where her difficulty was pronounced tuberculosis of the bone. Treatment was given from which she seemed to derive much benefit and was sent home apparently nearly well. During the summer the difficulty returned and an operation for tuberculosis of the bone was undertaken. During this operation it was discovered that the difficulty was of a cancerous nature and an amputation was pronounced necessary. The leg was amputated above the knee. Annie went through the operation bravely, although she did not expect to recover from it. Within a few weeks she had an attack of appendicitis and an operation for this was found necessary. It was after this second operation and during her convalescence that this letter was written.

We publish the letter as a striking evidence of the gratitude of a buoyant spirit meeting more of the afflictions of life than others are called upon to endure. Annie neither sees, nor hears, nor walks, yet her whole nature is optimistic and grateful. She is a perpetual rebuke to the ungrateful, the pessimistic, and the irreverent:

E. W. W.

SACRED HEART HOSPITAL, EAU CLAIRE, WIS.,
Wednesday, November 8, 1905.

MY OWN DEAR GRANDPA: Suppose I try to scribble out a letter to you with a pencil. I know you will wonder why I don't use my typewriter when I have it. Well, I will tell you how it happens. I did not take it with me to the hospital this time, for I thought I would not

be able to use it. My little sister, Mabel, just wrote a letter to my brother, John, telling him to bring me the typewriter as soon as he could. I told her how to spell the words and so we got along. She has gone for dinner now and will come back at 2 o'clock. I am going to write to you to pass the time away while she is gone. When I am able to sit up, I'll write a little better than this. Now I shall tell you how I am writing. I am lying in bed, and as I write I must hold the paper on my breast. It slips away for every letter I write. I can not see to keep on the lines, so my writing looks bad. I hope you will accept it just as happily for that. How are you getting along, Grandpa? I had a letter from Miss Rice, in which she told me you were ill. Oh, Grandpa! if you only knew how my heart fell to a sad tune when I read it. I said to my little sister, "I wish I had been able to write to you." But I was about dying myself, so I know you will excuse me for not doing it. I suppose you have heard from Miss Rice that I have passed through my second operation. Nobody ever thought I would, but I will get over it easily now. It were only nine weeks and two days between my two operations. It is just a week and a half ago to-day since I was operated upon the last time. I had appendicitis. I was here at the hospital two weeks before I got well enough to stand any cutting. The doctors did not dare to touch me until the appendix went down. I had to lie with a big bag filled with ice on my side for ten days. You don't know how cold it kept me. I also got the chills and became nearly stiff. My little sister gets so frightened many times. She thinks time after time I am dying. When I went in the operating room this last time, she and my big sister, Olga, and brother, John, went with me. But Mabel was pale as snow because she was afraid the doctors would hurt me. Now I am glad I took the operation, and so is Mabel. Now I am allowed to eat a little, and it seems so nice after my three long weeks of starvation. During those three weeks I was so hungry. I could eat a car load of food if it had been given to me. I begged

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my doctors for something to eat but they only shook their heads, "No." Everything I would taste they said it will make me worse, so I had to starve. Nothing is as hard as to starve when we are sick. Don't you think so too, Grandpa? I have you in the deepest of my heart and you shall stay forever. I thought death was going to part me from you this year, but I see God is merciful with us both, and we may love each other a while yet. Now my arm is getting tired so I must close. Now I remain, as ever,

Your loving granddaughter,

ANNIE JOHNSON.

LETTERS FROM TWO WELL-KNOWN BLIND-DEAF FRIENDS.

From The Wisconsin Times, October 13, 1906.

The following letters to Annie Johnson, one of our blind-deaf pupils, will be interesting to every one who knows of the career of this young woman. Annie was with us two years ago but went home sick. Her malady soon developed into a cancerous growth at the knee which necessitated amputation of the left limb near the hip. A little later she underwent an operation for appendicitis. Through all of the suffering and trials of these operations and their attending illness Annie's sunny and optimistic nature revealed itself. She lives in darkness and silence, is now seriously crippled, and yet is so sweet-spirited, whole-souled and considerate of others, that it is a delight to work with and be with her. These letters refer to the trials she has passed through. Both are from blind-deaf people, one from Helen Keller, known so well to the public, the other from a blind-deaf young woman in England:

LANDER ROAD, CLAPHAM, LONDON, S. W., ENGLAND,
June 20th, 1906.

DEAR MISS JOHNSON: Perhaps it will be a surprise to you to hear that some one on the other side of the ocean knows and loves you. I have heard of you from time to time, and of your brave, cheerful spirits, which I greatly admire, and God be praised for it.

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It is from that very dear friend, Mr. Wade, that I have learned about you, and hope to get to know you better. You are a brave little hero indeed, and some day, in a happier land, you will see how much good your life has done for your Maker, and you will be worthy of your crown.

I would like to see your garden flowers, as they are great delight to me. How wonderful they are! Their work is to grow and bloom, give beauty and show the work of the Master. Then fade away. That is what you are doing. This letter is being written in a nice garden. I am away from home at a place called Peckham. There is a large dog which is a great pet of mine. Probably you know that I can not hear or see, but enjoy good health, and am very happy in my little world, which can not be called darkness or silent, but very bright and beautiful, and that is much to be thankful for.

You are a wonder to me, and greatly because of that happy disposition. Still I can not help feeling sorry that you must have so much pain. Hope this little letter finds you well. I think of you so often, and should like to take your hand in mine.

Good-bye, with many kind thoughts.

T. J. PATTERSON.

WRENTHAM, MASS., December 4, 1905.

MY DEAR FRIEND: Mr. Wade has just written me a most kind letter about you. It makes me love you, and feel as if I had known you always.

I hope that this letter, which you are not expecting from me, will be not altogether unwelcome to you. My heart goes with it, full of sympathy, and wish that I was very near you, to talk with you, tell you about the bright, beautiful things that we both love.

You are a dear, brave girl, to face with such sweet patience all that you have to bear, and I am filled with tenderest love for all who are like you.

Believe me, that you do more good by simply being so brave and cheery, than you will ever knew, and you

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inspire me to try and put more and more sunshine into the dark places of life.

If you feel like writing to me, I shall be delighted to get a letter from you. I have many friends whose hands I have never pressed, but whose words are a joy to me.

I thought of you this morning when I took my walk. I can not move along much farther from the house than you can from your chair; but my teacher and her husband, whom I love dearly to be with, had a balcony built for me up among the tree tops, so I can bask in the sun to my heart's content; then anyone can go out with me for a long walk.

I have no sister here, nor any young companions, so I spend most of the time happily, reading books, writing and thinking.

I also play a game of cards called "pinocle," with my friends; it is great fun and we go almost wild with excitement over it sometimes.

I hope you will be stronger soon, and I know you have a dear friend that is mine too, and I am glad for you. I have known Mr. Wade since I was a child, and there is no end to the pleasure I feel in hearing how kind he is to everybody, and what a big heart of love and sympathy he has for those who most need help and encouragement.

Lovingly your friend,

HELEN KELLER.

[I must add to the above, that shortly after her second operation Annie had a severe spell of diphtheria; and that she is only one of the many deaf and blind-deaf who have honored me by adopting me as "Grandfather," "Uncle Toby," etc.—W. W.]

"CHANNELS OF BLESSING."

A UNIQUE MAGAZINE AND ITS BLIND-DEAF EDITORS.

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[The following is from *The Messenger*, of Belfast, Ireland. Space does not admit of more than extracts from the article, and one spirited stanza from Miss Brookfield's poem.]

To be an editor has before now been the worthy ambition and proud boast of many a man and woman too; but surely there has never before been such a partnership in the annals of literature as that which exists between the subjects of the present article—Mr. Edwin Norris and Miss Ida M. Brookfield—who, though both totally blind and deaf, between them edit and manage a monthly magazine in Braille type for the blind, which is not only unique in its character, but has the additional distinction of a world-wide circulation among the blind, and which is sent out absolutely free—"without money and without price"—like the glad tidings it carries—to all who apply for it! And all this through the instrumentality of a man and woman, one of whom is blind and deaf, old and feeble, and the other blind, deaf and dumb! "Behold! what hath God wrought!"

The life-stories of those two, one now fast nearing the allotted span of life, and the other still young, as years count, and both old in the school of suffering, are each a record of faith and courage triumphant over bodily affliction.

Edwin Norris was born in a Wiltshire village on the 14th of April, 1841, so that he is now in his sixty-eighth year. He has been the child of misfortune from his birth. His blindness seems to have been inherited, as both his father and grandfather suffered from defective eyesight, and one of his grandfather's sisters was blind. He received a fair education, and after leaving school he assisted his father, who was a general country shop-keeper. In this way his life was passed till he reached his thirtieth year.

The first number [of the magazine], bearing the title

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of "The Lamp of Truth and Love," was issued in January, 1898, and distributed among the agents of home teaching societies for the blind, and passed from hand to hand, and joyfully received.

When the "Lamp" had attained a MS. circulation of fifty copies, it was decided to have it printed; it was also enlarged, and its name was changed to "Channels of Blessing."

The first number of the new series appeared in October, 1898, and numbered eighty-four copies. Slowly the circulation has grown. The size has again and again been enlarged, and the circulation increased, until now it consists of twenty-four pages monthly, of which close upon five hundred copies are printed and circulated, not only throughout the United Kingdom and the Channel Isles, but copies are sent to * * * and the United States of America. It is exclusively devoted to religious literature and sacred poetry, and in connection with it there is a prayer union among its readers, of which Miss Brookfield is president, and she also acts as poetry editor.

Each copy, including postage, costs 5d in the United Kingdom, and 7d to places abroad. Assistance from the United States of America is specially desired, as only about one-fourth of the cost of the 70 copies regularly sent to that country is sent from there. Miss Fanny E. A. O'Brien is the authorized representative in the States, and friends residing there should send their contributions to her at 610 Market Street, Sioux City, Iowa, U. S. A.

"HE IS WITH THEE."

Miss Ida M. Brookfield's poem is strongly expressive of faith and comfort in Him, and rises to this pæan of praise.

Praise Him for that word of promise,
"I am with thee" how it sings!
In His strength go forth to battle;
He is with us—King of Kings.



NELLIE WINITZKY.

THE SENSE OF EQUILIBRIUM IN DEAF-MUTES

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L. E. MILLIGAN.

[While this subject was admirably set forth by Mr. William A. Caldwell in *The Blind-Deaf*, still this adds some facts that were not given in his article.]

A number of years ago a narrow board walk raised about a foot from the ground, led from the gate of Gallaudet College, down Seventh street to the car line. The college boys were accustomed to go down this walk to the city after school and return about dusk. An old gentleman who lived on Seventh street noticed that the boys went down town walking perfectly straight at 4 o'clock, but came back two hours later with a very uncertain locomotion. He went to Dr. Gallaudet and told him that the college boys came back from town so drunk that they had to hold each other on the sidewalk and even then the boys often fell off in a heap. Dr. Gallaudet thanked him for his trouble and told him that as long as the deaf boys staggered after dark they were all right, but asked him if he ever saw any of them walking steadily after dark to report it at once and he would investigate.

This was owing to the well known fact that deaf-mutes under the influence of liquor seldom show the effects of it in their walk. The theory has been offered that alcoholic stimulants give a relief from the muscular strain to which most deaf-mutes are constantly subjected and produces perfect balance.

The testimony of Mr. Balis, of the Ontario school, in regard to the preservation of balance is interesting.* He says:

"I have often fallen toward the floor when standing at rest in the dark, unconscious of motion until almost prostrate. Locomotion in the twilight demands for me the whole available right of way, unless I have a fixed point to guide me. At night I must have a light for the

*See *Annals*, Vol. XXXVIII, page 110.

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guiding point or be able to touch something. In passing persons and things on my left, it is often impossible to avoid collisions, though to pass on my right there is no difficulty. The well-known superiority of the cultivated right side over the left, which impels people in circles in a wood or on a plain, does not explain this peculiarity to me satisfactorily, for I wish, and will, and try to avoid collisions, but they occur in spite of all I can do, in broad daylight.

"I can not walk straight with one eye closed or swim without going under on the blind side. I go under on either side when I attempt to swim in the dark."

Mr. Balis lost his hearing from meningitis after learning to talk, and the inflammation of the internal ear undoubtedly did more damage to his left ear than his right.

One would suppose that bicycle riding would be a difficult accomplishment for the deaf, but as far as I have observed they acquire the ability to ride as readily as hearing persons. One of the students of Gallaudet College has won more than local fame as a professional racer. Another student was a good rider before he became deaf from scarlet fever, which occurred in his seventeenth year. After his illness he had to learn to ride over again, but though he learned to ride well in the daytime he never could ride at night.

The deaf seldom experience vertigo when on high places, nor does a blow on the head make them dizzy, and they are seldom seasick.

Probably the largest number of deaf-mutes that ever took a sea trip together went from San Francisco to Seattle in 1886, after the California Convention. About thirty deaf-mutes made this three-days' voyage, and, according to the testimony of several hearing survivors of the voyage, the deaf passengers "owned the boat" from the time they struck the sea swell until they landed. Only two of them, Miss Patten and Mr.

George, both of the Illinois school, experienced any inconvenience.

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It has also been observed that the deaf are greatly bewildered when under water. This probably accounts for the drowning of good swimmers among the deaf.

There is a story handed down at Gallaudet College about a deaf boy who was very fond of diving. The college swimming pool is about ten feet deep in the deepest part. The afternoon sun shines through a west window into the water making a square patch of light on the bottom of the pool. This boy made a long dive and opened his eyes as soon as he was under the water. When he had been under long enough he tried to rise to the surface but couldn't tell in which direction to go. He saw this patch of light on the floor and thinking it was the surface pawed around on the bottom trying in vain to get through it to the air. Finally he ceased struggling and the lightness of his body carried him to the surface, where some of his companions, seeing he was nearly drowned, rescued him.

Another deaf boy nearly drowned in two feet of water because when he got his head under the surface he couldn't tell whether he was standing or lying down. In determining the per cent. of deaf-mutes who have an impaired sense of equilibrium, no two investigators have reached the same conclusion. Pollak found it 29 per cent., James 36 per cent.,* and Kreidl 50 per cent. The latter figures are probably more nearly correct, but the per cent. is bound to vary with each lot of deaf-mutes examined.

A very simple experiment to test the sense of balance is to see if a deaf boy can stand still on one leg. Another to see if he can maintain his balance on an inclined board with his eyes shut. Out of fifty boys examined as above in the Georgia School, thirty-eight could not maintain their balance at all or did so with difficulty, while twelve were apparently normal.

In looking for a cause for the prevalence of this

*See James's "Dizziness of Deaf-Mutes," *Annals*, Vol. XXVIII, page 102.

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peculiarity in the deaf we find that a staggering walk may arise from:

1. A derangement of the spinal nerve.
2. A derangement of the co-ordinating center in the cerebellum.
3. Damage to the semi-circular canals in the internal ear.

This last is the diagnosis in nearly all cases of deaf-mutism.

A description of the semi-circular canals which give us our sense of equilibrium may be found in any modern book on anatomy. The following, condensed from several authorities, is as brief as any:

The canals lie in three planes corresponding to the bottom and two adjacent sides of a cube. No matter what position a person assumes he will always be in one of these planes. If he falls he passes from the vertical to the horizontal plane. If he lies down and rolls over he passes through all three of these planes. The canals are hollow and partially filled with fluid. Floating in the fluid are minute particles or pebbles of lime. Extending from the mucous lining of the canals and waving freely in the fluid are the countless filaments of the auditory nerve. Any disturbance of the balance causes the pebbles to strike against the floating filaments and the nerves convey the impression to the brain. Constant disturbance of the balance sets the fluid which is controlled by gravity racing around in these three planes and causes dizziness, sea-sickness, etc.

Such a delicate piece of mechanism as the semi-circular canals is likely to be greatly damaged by any inflammation severe enough to cause deafness.

Meningitis and scarlet fever, which produce the greatest inflammation of the brain, are the most destructive to the internal ear. It is extremely rare that a person deaf from either of these two causes does not show some peculiarity of gait when walking in the dark, owing to the destruction of the semi-circular canals.



MISS ELIZABETH HOXIE, TEACHER OF NELLIE WINITZKY.

When deafness has been caused by some injury to or inflammation in the middle or outer ear, or in the Eustachian tube, the person will seldom show any derangement of balance, because the semi-circular canals remain intact.

Congenital mutes are less likely to show a peculiarity of gait than those adventitiously deaf. There are two reasons for this. Prenatal inflammations are usually less severe than postnatal diseases, and do less damage to the membranous structures. If a child is born without the special sense of balance, he learns to depend on the muscular sense, which in a large measure, after long practice, takes the place of the semi-circular canals.

The Blind-Deaf

From The Silent Hoosier, Indianapolis, March 1, 1906.

In the course of his investigations into the causes of deafness and blindness, the fact was impressed upon the mind of Mr. William Wade that, as he sets forth in a communication, with very few exceptions, those who are blind-deaf are the children of poor or ignorant parents, and, in many cases, parents to whom both these descriptive adjectives might apply. What he says of the blind-deaf is equally true of the deaf. Without a doubt, many cases of deafness and blindness result from neglect, but this neglect is not always to be charged to the ignorance or carelessness of parents. It is well known that large proportion of the children in any institution for the deaf come from the country, and that the proportion is not at all in agreement with the proportion of urban and country population. Remembering that the farmers as a rule live amidst good hygienic surroundings and that their children are usually better nourished than the children of the poorer classes in the cities, this anomaly seems a curious one until a study is made of the treatment of the sick in the two places. Then the reason becomes clear, and it is certain that the greater proportion of deafness will continue to come from the country unless the widespread use of the telephone in the country districts exercises a favorable influence.

It is practically the universal habit of doctors who have a country practice to see their patients once a day, and no more, unless the case is desperately urgent. In a town or city it is nothing unusual, in case of a fever where complications are apt to ensue, for a doctor to drop in three or four times a day to see how the sick one is progressing. Twenty-four hours is a long time in the progress of a disease, and many things can happen in that time. Thus, between the visits of a country doctor, a condition may develop which he might have aborted had he seen the case twelve hours sooner.

Inflammation, congestions or other pathological conditions which may lead to deafness may develop and attain such progress as to render ineffectual remedial agents. Parents not recognizing nor understanding the significance of the symptoms, are powerless. The doctor, not seeing the patient often enough, is not always able to diagnose the symptoms correctly, or sees them when it is too late to prevent the result.

Here, then, is where the influence of the telephone will be felt. The doctor can call up the home of the patient a half-dozen times a day, or the parents can report the progress of the case, and unfavorable symptoms may receive immediate attention. It is not an unreasonable flight of the imagination to suggest that Dr. Bell, who invented the telephone while trying to devise an instrument that would be of use to the deaf, has thereby produced a device which will eventually result in preventing deafness.

Professional etiquette will prevent any such acknowledgment on the part of physicians, but there is a decided difference in the ability of our medical brethren. The tendency is for the best to enter the cities, where their talents will receive greater recognition. The well-to-do will usually employ that one who has the best reputation, even though his charges will make his services impossible for the poorer. This also must have its influence on the number of deaf-mutes from the different strata of society.

TO THE EDITOR OF THE SILENT HOOSIER: I have long noticed a curious fact that only a *very* few of the blind-deaf spring from parents even moderately "well off," or of moderate education. At last I turned to my invariable resort when "dead stuck," and wrote to Mrs. E. M. Barrett, of Austin, Tex., and here is her astonishingly simple explanation—so simple and sufficient that I feel ridiculous in not having seen it at once:

"My solution of the puzzle is that, as a usual thing, if the child had had proper medical attention, he would not have been blind-deaf. Most of the cases come from

**The
Blind-Deaf**

fevers which, of course, any could have, but possibly a skilled physician could have prevented or mitigated the spasms, high temperature, or whatever the direct cause was. The same thing holds good with the blind. It is usually lack of attention that causes it—ignorance and lack of care of the infant in what they call 'first sore eyes'."

Yours truly,

WM. WADE.



VERA MABEL GAMMON (WITH MISS BLANCHE HANSEN).

A TEACHER'S ISOLATION.

The
Blind-Deaf

*From The Messenger, Talladega, Ala., March 22,
1906.*

A very striking thought, as it seems to us, is embodied in the following sentence which we clip from an article in *The South Dakota Advocate*, on quite another subject, and into which this very significant remark seems to have slipped quite unintentionally, or at least, without the writer's apprehension of its depth:

"One of the greatest problems before a teacher of the deaf-blind is to overcome a feeling of isolation that takes possession of her when she realizes that she stands between the world and an imprisoned mind. The world must be brought to the child and she alone must do it."

Impatience, discouragement, despair—these are feelings that would suggest themselves to the commonplace imagination, in endeavoring to picture the state of mind into which a teacher of the deaf-blind would be likely to fall. But, isolation!

We uncover, finding ourself in the presence of a finer, a loftier spirit. We confess that we had never conceived just this feeling as associated with the work, but we think we can partly understand it. If, as Lowell so beautifully and truly sings, a birth is so much more solemn than a death, even more impressive it must be to see a soul new started on the voyage of discovery to that unknown world called Life, with no guide, interpreter, navigator, helper, but one's self. One must feel with the Apostle: "Who is sufficient unto these things?" Yet this very feeling, we apprehend, is a source of strength—the great Master, when He would gain strength for His work, "went apart into a solitary place," and the feeling of isolation in the face of one's appointed work seems to have been an experience common to most of those whose work has been a worthy one and one worthily done.

EDITOR THE SOUTH DAKOTA ADVOCATE: The *Literary Digest* says: That there is a considerable number of dumb persons who have normal hearing, and that the education of these is often neglected because they are difficult to deal with, is asserted by *The Lancet* (London, January 27), which says:

"A child may hear music and hum the tune or repeat it, he may go upstairs and find something when told to, and yet remain speechless. These cases vary; usually examination shows no defect in the size and form of the head or development of the features, but there is a lack of the normal brain spontaneity that can be coordinated in imitation of movements made by a teacher, and such action as occurs is inexact, with a corresponding want of imitation of the movements produced in the face during articulation. The result is that speech remains absent from want of training of the necessary movements of the lips and tongue; the child will sometimes sing, though he will not articulate. All that the children need is training in imitative faculty with daily practice in oral teaching, such as is almost universally used with deaf children. In public elementary schools there is often great difficulty in providing proper teaching for these speechless children who have hearing."

The above, as far as I can understand its technical language, convinces me of the correctness of the view I have long held and frequently expressed,—that *many* cases of hearing-mutism arise in a weakness of the speech center in the brain, which weakness may, or may not, be accompanied by weakness of other brain centers; and it thoroughly confirms my opinion that it is utterly incorrect, and cruelty, to class all hearing mutes as feeble-minded; unless it be in the point of view of the alienist, that anything short of fair average mentality is feeble-mindedness.

The more I see, and reflect, the more I am convinced of the great and mischievous error made by

looking at deafness or blindness entirely from the point of the aural or optical organization. As I have said—we do not hear by our ears nor see by our eyes. These are but tools of the brain centers, vehicles by which to convey *physical* impressions to the brain centers where the actual impression is made.

Thus it is entirely possible for a person to be deaf with perfect aural apparatus, or blind, with perfect optical equipment.

Of course, this view is not of importance in considering the average deaf or blind person. But it is of the utmost importance in considering exceptional cases, such as the hearing-mute. Yours truly,

WM. WADE.

OAKMONT, PA., April 9, 1906.

The
Blind-Deaf

BY MITTIE PARKER, A GRADUATE OF THE NORTH CAROLINA SCHOOL FOR THE DEAF.

Laughing, talking, and watching the trees "move," we at last stopped at Hickory, N. C. We did not realize that time had flown so very fast.

We found a surrey waiting at the station for "Grandfather" Wade, Mr. Goodwin, Orpah, Laura, Nettie, and myself. We drove through the beautiful country two miles southeast from Hickory, to visit Minnie Lovitt, a little blind-deaf girl. "Grandfather" Wade, Mr. Goodwin, and Mrs. Bright, a kind neighbor of Minnie's, walked up the hill; our surrey went around by the road.

Minnie's people welcomed us cordially.

The first thing that I saw when I entered was that Minnie turned her head quickly to us; she was standing by the cheerful fire; at first she did not shake hands with us, for we were strangers.

The first thing that "Grandfather" Wade did was to make Minnie unwrap the paper around the doll box; she took off the strings and paper, but soon sat down again by him.

I led her to the box and made her lift the lid. She obeyed and opened it, and soon felt what was in that large box. She first felt the feet and the long dress; at last she reached the nose of a beautiful doll. She felt all over the head and examined the golden curls. She sat on my lap. I made her notice the pretty pale blue bows under the doll's chin. She felt them and untied them to take off the lace cap.

She conveyed to me by movements that she wanted me to put it on the mantel-piece. Her face brightened and [she] held the doll fast in her arms. She again smelled the dress, which Ruby Rice, a bright blind-deaf girl in Texas, made by hand, for Minnie. All of the garments for the doll were very neatly made, especially the tucks were very even.

She made Mrs. Bright, and her mother, feel the dresses and also the hands.

Mr. Goodwin offered Minnie a seat on his lap. She quickly learned to make the sign of "G" on her hands, but not on her chin, as his sign is "G" on the chin. She felt his beard and coat.

Soon she came again to "Grandfather" Wade to feel more of him. I tried to teach her to call him by the sign "W" on the hand like Leslie Oren, but she made the sign of "G."

"Grandfather" Wade showed her his left hand (the first finger and thumb are cut [off]) to prove that he was not "G." Her expression changed and it showed sorrow and pity. She called Mrs. Bright to see his hand. She is very bright. She smelled every person and what we had. She happened to feel Nettie behind her, when again on Mr. Goodwin's lap. She felt Nettie's hair and brooch, which she smelled. She felt the chain around her neck. She at last found out what it was for. There was a locket with several brilliants, and a ruby stone in the center. She seemed to enjoy feeling the locket the best, except her new big doll. Everywhere she walked the doll was in her loving arms.

She put her baby doll on the floor before the fire, to see how high the doll was. She told her mother that the doll was a little below her (Minnie's) waist. She smiled all the time.

We gave her some money, and she found a nickel, the smallest coin in her hand, and told Laura and Orpah that it was for the doll, and she put it in the doll's hand. It was very sweet to watch her with her doll. She seemed very motherly to the doll.

Minnie noticed my glasses without rims, and soon found that "Grandfather" Wade's were not like mine. His glasses are very thick.

Her mother showed Minnie another dress for the doll, and asked her if she wanted to change the dress. She shook her head, for the company were by the fire, and would see the doll undressed. Her mother put it

**The
Blind-Deaf**

on and let Minnie put the arms through the sleeves, and tried to button them. She shook her head and called me to button them for her; after this delightful help, she examined them to see if they were buttoned in a proper place. She nodded her head, meaning that they were all right, and came to me. She nodded her head by my cheek. It meant, "Thank you."

By and by we had to leave to catch the eleven train to come back here. She quickly kissed us and went to her mother, still with the doll. This sight was our last.

[This is verbatim, bar a few words in parenthesis, which the writer had forgotten. Of course, such words as "called," "told," etc., are not to be taken literally. It is an accurate and interesting account of a very promising blind-deaf child, by a very bright, observing deaf girl of twenty; and it is of *much* value, in showing how such a young girl, in an hour, found and applied all the *foundation methods* for teaching such a pupil! And, still, even *teachers* can be found who say, "I don't see how it *can* be done"!—W. W.]



MARY JANE VEINOT (WITH MISS WINIFRED CONROD).

AN AFTERWORD.

The Blind-Deaf

The plan for starting Minnie Lovitt, the blind-deaf pupil admitted to the Morganton School in January, in her education, is certainly unique, and I believe will be successful *with that pupil*.

A special teacher could not be assigned to her from the staff, as all were fully employed; the appropriation for the school would not cover the salary of an additional teacher; yet, for several reasons, it was desirable to admit her at once.

The plan adopted is for two of the regular teachers (by the way, both are experienced with such pupils) to give her one and one-half hours per day of systematic instruction. An exceptionally good, thoughtful and careful girl in the highest oral class is her special caretaker, supervisor, or whatever name fits, after school hours, and will be an interested spectator during the time of teaching.

Now, as I have always said, I am confident of the success of that plan *with Minnie*. I really think that she is the most promising uneducated pupil I have known or known of. I fancy that Dewey Cantrell, at the South Carolina School, is more intellectual, but his tremendous energy will somewhat delay his progress in systematic education. He goes at learning anything "like a bull at a fence," and, naturally, will sometimes defeat his own purposes until he realizes the necessity of step by step, which it is evident is dawning on him now.

Minnie, on the other hand, while *very* intelligent, inquisitive, and very quick in apprehension, is steadier and more methodical. All she seems to require for the present is to be shown the way, to come to understand that gaining information by manual spelling is far more definite and valuable than by the "guess"-signs, of which she has so large a collection.

As the constant care of Minnie would be too great a strain on her, say, "supervisor," other girls at the school will certainly often become deputy supervisors,

The Blind-Deaf

always as directed by the supervisor-in-chief, and that she will learn language from these girls goes without saying.

Anyhow, Minnie will get far enough along this session of school to be *somewhat* educated—enough amply to justify the effort.

But, most emphatically, let any superintendent who thinks this plan will work with some new pupil, do a lot of close thinking over whether that pupil will fit the plan.

Nor do I think for an instant that Minnie will advance anything like as rapidly under the plan as she would with either of her teachers as her special one; but she *will* advance a whole lot, and that is also a whole lot.

WHAT IS THE SENSE OF SMELL IN THE BLIND-DEAF?

A paper by Helen Keller in a recent magazine mentions, under the heading, "The Elusive Personal Odor," a most important matter, and the delicate and guarded way in which she brings it up suggests that it is time for the public to be disabused of a lot of false impressions concerning it.

That many of the blind-deaf have as much "nose" as a bloodhound has been known for a century, as it was a marked characteristic of James Mitchell, who was a patient of Sir Astley Cooper in 1808. But it is not generally known that it is a characteristic *of the class*, except in such cases as Laura Bridgman's, where the senses of smell and taste were lost when sight and hearing were.

As instances:—A year or more after the death of a dearly loved friend, Julia Brace recognized the clothing of that friend by smell.

Leslie Oren will go over a dozen letters received by mail, instantly naming those of acquaintances, and signing "Don't know" for those of strangers. To make this clearer, I tried a double experiment, writing a letter and repeatedly smoking paper and envelope

with cigar smoke; and then another, guarded from the smoke in every way. He recognized the smoked letter instantly, seemed astonished and incredulous over the unsmoked one, but finally signed, "Yes, it is Mr. Wade's." In a few days I duplicated the experiment, also sending a book in print and one in braille. The unsmoked letter was given him first, and he instantly recognized it, the smoked one, and the books. As he has always found the smell of cigar smoke on my letters before, he was puzzled in the first case at finding my personal odor not accompanied with the cigar-smoke smell, but *once* finding my smell without that of cigar smoke, he was prepared for it.

Dewey Cantrell will never run into a chair any person is sitting in, but does run against an empty one. He smells the person in the chair.

Linnie Haguewood raised Cain on the maid taking away the towels Linnie had brought to the bathroom, altho the maid left an equal number in the same place. When those Linnie had brought in were restored, she smelled them and was satisfied.

These instances should suffice to demonstrate that this unusual power of smell (*as we call it*) is common in the blind-deaf, as many more can be cited.

But two letters just received from teachers of the blind-deaf illustrate how those entirely familiar with this feature of the blind-deaf misconceive what it *is*. One says her pupil never mistakes identifying letters from her father, from Mr. C. and from myself, and suggests that we all smoke the same cigars! The other asks me to send her pupil my photograph, smoke it well and put up a cigar with it. On these, the experiments with Leslie apply exactly.

Now, both are judging others by themselves, that mistake which all of us constantly make. Because *we* recognize odors by *smell*, the *blind-deaf* recognize persons and things by the same. *But do we?* What is "smell"?

There are very faint odors that are exceedingly persistent,—that of the green mould on flower-pots, for

The Blind-Deaf

instance, which no amount of washing, even with perfumed soaps, will remove from the hands; there are more emphatic odors,—the “goat” one of goat-skins tanned with the hair on, which even the rank odor of the currier’s work will not hide; yet the very mild odor of crushed celery leaves will suppress them both. Then the track of—say a deer—made on unfrozen ground, is readily “taken” by foxhounds, but should the ground freeze after the track is made, no hound can be induced to take it. Yet the same hounds will take the same track immediately when the ground thaws. Hounds will trail deer without any difficulty in *still* water, but can not do so in running water; they can take a trail on the hardest, smoothest turn-pike, but can not on perfectly dry, soft ground; they will take a fox or deer trail when reeking with skunk essence; setters and pointers will point game readily when not fifty feet to leeward of a carcass of a horse or cow, in the most active decomposition.

At the field trials of The American Bloodhound Association, some years ago, a bloodhound followed the track of a man who first walked, then rode a horse, then changed horses without dismounting, rode further, and then walked again. Another hound was given the scent of a man, then the man mounted a bicycle, and the hound followed the bicycle.

Yet none of these foxhounds, or bloodhounds (really one breed), could have smelled a bone or a piece of meat any quicker or farther than a grayhound.

Those blind-deaf could not smell a skunk any quicker or farther than the average seeing-hearing person.

Surely this must clinch my contention that the smell cognizable by animals and the blind-deaf, is something different in *kind* from what we call “smell.”

To have authority for stating what I have long believed,—that bloodhounds trail by something else than smell,—I had this question put to the warden of a Southern State Prison: “Can bloodhounds trail a white person as readily as they can a strong-smelling

negro?" His reply is that he has paid especial attention to this matter, and has never found any difference between the two classes, as far as being trailed by hounds is concerned.

Therefore is it not evident that there must be a vast difference between ("the elusive personal odor,") whether as cognizable by the blind-deaf or animals, and what we mean by *smell*?"

This finally brings me to the point of asking whether the common, and natural, first impression, that it is "nasty" for the blind-deaf to know persons by the individual smells of those persons, is not utterly unfounded and even cruel? Ought we not think long enough to realize that as only the blind-deaf can smell these odors, there can not be anything offensive about them, or *we would smell them also*?

So I ask every reasoning person to clear his mind of all existing ideas in considering this power of the blind-deaf. Do not fiddle-faddle around, beating your brains for some "nice" theory to explain it away. Just accept the fact that the blind-deaf *can* do it, and that it is of great practical use to them in many ways. For instance, Elizabeth Robin is very fond of picking cotton (and is no bad hand at it, either), yet she is afraid of the many snakes and "poison spiders" [tarantulas?] in the fields, which she can neither see nor hear. Yet I will warrant that if specimens of these creatures are caught alive (no great job with our northern rattlers) and put where they can not bite, yet she can smell them, she will ever afterward know when one is within fifty feet of her.

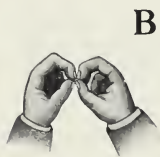
Do not try to hide the fact that the blind-deaf have this sense of smell, or, worse yet, make them ashamed of having it, and miserable because "I can not help smelling you."

W. W.

ENGLISH FORMS



English Standard



English Standard



English and American Standard



English Standard



English Standard



English Standard



English Standard



English Standard



English Standard



English Standard



English Standard



English Standard



English Standard



English Standard



English Standard



English and American Standard



English Standard



English Variant



English Variant



English and American Standard



English Standard



English Standard



English Variant



English Standard



English Standard



English Variant



English Standard



English Variant



English Standard



English Standard



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English Standard



English Variant

AMERICAN FORMS

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American

A



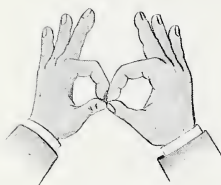
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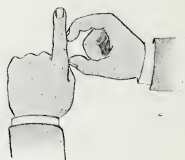
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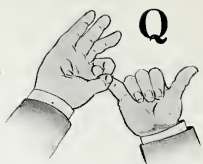
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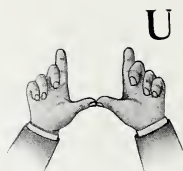
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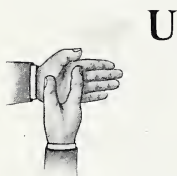
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American

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American

BAD



American

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